SAFONAU PROFFESIYNOL (DIWYGIEDIG) AR GYFER STATWS CYNORTHWYWYR ADDYSGU LEFEL UWCH YNG NGHYMRU

Rhaid i'r rhai y dyfernir statws CALU iddynt gyrraedd pob un o'r safonau canlynol.

Rhinweddau proffesiynol

1. Meddu ar ddisgwyliadau uchel o blant a phobl ifanc ac ymrwymiad i'w helpu i wireddu eu potensial addysgol yn llawn.
2. Meithrin cydberthnasau teg, parchus, cefnogol, adeiladol a llawn ymddiriedaeth â phlant a phobl ifanc.
3. Dangos y gwerthoedd, yr agweddau a'r ymddygiad cadarnhaol a ddisgwylir gan blant a phobl ifanc.
4. Cyfathrebu'n effeithiol ac yn sensitif â phlant, pobl ifanc, cydweithwyr, rheini a gofalwyr.
5. Cydnabod a pharchu'r cyfraniad y gall rhieni a gofalwyr ei wneudi ddatblygiad a lles plant a phobl ifanc.
6. Dangos ymrwymiad i gydweithredu a chydweithio â chydweithwyr.
7. Gwella eu gwybodaeth a'u harfer eu hunain gan gynnwys ymateb i gyngor ac adborth.

Gwybodaeth a dealltwriaeth broffesiynol

8. Deall y ffactorau allweddol sy'n effeithio ar waith dysgu a chynnydd plant a phobl ifanc.
9. Gwybod sut i gyfrannu at ddarpariaeth bersonol effeithiol drwy roi ystyriaeth ymarferol i amrywiaeth.
10. Meddu ar ddealltwriaeth ddigonol o'u maes (meysydd) arbenigedd, i gynorthwyo plant a phobl ifanc i ddatblygu, dysgu a gwneud cynnydd.
11. Wedi cyflawni lefel 2 (neu'n uwch) y Fframwaith Cymwysterau Cenedlaethol mewn Cymraeg (Iaith 1af) neu Saesneg/llythrennedd a mathemateg/rhifedd.
12. Gwybod sut i ddefnyddio TGCh i gefnogi eu gweithgareddau proffesiynol.
13. Gwybod sut mae fframweithiau statudol ac anstatudol ar gyfer y cwricwlwm ysgol yn cysylltu ag oedran ac ystod gallu'r dysgwyr y maent yn eu cynorthwyo, gan gynnwys dealltwriaeth o egwyddorion y Cwricwlwm Cymreig.
14. Deall amcanion, cynnwys a chanlyniadau arfaethedig y gweithgareddau dysgu y maent yn cymryd rhan ynddynt.
15. Gwybod sut i helpu pob dysgwr i ddilyn y cwricwlwm yn unol â'r cod ymarfer anghenion addysgol arbennig (AAA) a deddfwriaeth ym maes anabledd.
16. Gwybod sut mae fframweithiau eraill, sy'n cefnogi datblygiad a lles plant a phobl ifanc, yn effeithio ar eu harfer.

Sgiliau proffesiynol

Rhaid cynnal gweithgareddau addysgu a dysgu o dan gyfarwyddyd a goruchwyliaeth athro penodedig ac yn unol â threfniadau a wnaed gan bennaeth yr ysgol.

Cynllunio a disgwyliadau

17. Defnyddio eu maes (meysydd) arbenigedd i gyfrannu at waith cynllunio a pharatoi athrawon o ran gweithgareddau dysgu.
18. Defnyddio eu maes (meysydd) arbenigedd i gynllunio eu rôl mewn gweithgareddau dysgu.
19. Dyfeisio gweithgareddau wedi'u strwythuro'n glir sy'n diddori ac yn cymell dysgwyr ac yn datblygu eu dysgu.
20. Cynllunio sut y byddant yn cefnogi'r broses o gynnwys y plant a'r bobl ifanc yn y gweithgareddau dysgu.
21. Cyfrannu at y broses o ddethol a pharatoi adnoddau sy'n addas ar gyfer diddordebau a galluoedd plant a phobl ifanc.

Monitro ac asesu

22. Monitro ymatebion dysgwyr i weithgareddau ac addasu'r dull gweithredu yn unol â hynny.
23. Monitro cynnydd dysgwyr er mwyn darparu cymorth ac adborth penodol.
24. Cefnogi'r broses o werthuso cynnydd dysgwyr gan ddefnyddio amrywiaeth o dechnegau asesu.
25. Cyfrannu at y gwaith o gynnal a dadansoddi cofnodion o gynnydd dysgwyr.

Gweithgareddau addysgu a dysgu

26. Defnyddio strategaethau effeithiol i hyrwyddo ymddygiad cadarnhaol.
27. Cydnabod ac ymateb yn briodol i sefyllfaoedd sy'n herio cyfle cyfartal.
28. Defnyddio'u sgiliau TGCh i ddatblygu dysgu.
29. Datblygu dysgu wrth weithio gydag unigolion.
30. Datblygu dysgu wrth weithio gyda grwpiau bach.
31. Datblygu dysgu wrth weithio gyda dosbarthiadau cyfan heb yr athro penodedig.
32. Trefnu a rheoli gweithgareddau dysgu mewn ffyrdd sy'n cadw dysgwyr yn ddiogel.
33. Lle y bo'n briodol, arwain gwaith oedolion eraill wrth gefnogi dysgu.

(**REVISED) PROFESSIONAL STANDARDS FOR HIGHER LEVEL TEACHING ASSISTANT STATUS IN WALES**
Those awarded HLTA status must meet all of the following standards.

Professional attributes

1. Have high expectations of children and young people and a commitment to helping them fulfil their educational potential.
2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people.
3. Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers.
5. Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people.
6. Demonstrate a commitment to collaboration and cooperative working with colleagues.
7. Improve their own knowledge and practice including responding to advice and feedback.

Professional knowledge and understanding

8. Understand the key factors that affect children and young people's learning and progress.
9. Know how to contribute to effective personalised provision by taking practical account of diversity.
10. Have sufficient understanding of their area(s) of expertise, to support the development, learning and progress of children and young people.
11. Have achieved level 2 (or above) of the National Qualifications Framework in English or Welsh (1st language)/literacy and mathematics/numeracy.
12. Know how to use ICT to support their professional activities.
13. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the of learners they support including an understanding of the principles of the Cwricwlwm Cymreig.
14. Understand the objectives, content and intended outcomes for the learning activities in which they are involved.
15. Know how to support all learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation.
16. Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice.

Professional skills

Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the headteacher of the school.

Planning and expectations

17. Use their area(s) of expertise to contribute to teachers' planning and preparation of learning activities.
18. Use their area(s) of expertise to plan their role in learning activities.
19. Devise clearly structured activities that interest and motivate learners and advance their learning.
20. Plan how they will support the inclusion of the children and young people in the learning activities.
21. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.

Monitoring and assessment

22. Monitor learners' responses to activities and modify the approach accordingly.
23. Monitor learners' progress in order to provide focused support and feedback.
24. Support the evaluation of learners' progress using a range of assessment techniques.
25. Contribute to maintaining and analysing records of learners' progress.

Teaching and learning activities

26. Use effective strategies to promote positive behaviour. Recognise and respond appropriately to situations that challenge equality of opportunity.
27. Recognise and respond appropriately to situations that challenge equality of opportunity.
28. Use their ICT skills to advance learning .
29. Advance learning when working with individuals.
30. Advance learning when working with small groups.
31. Advance learning when working with whole classes without the presence of the assigned teacher.
32. Organise and manage learning activities in ways which keep learners safe.
33. Direct the work, where relevant, of other adults in supporting learning.